DOCUMENT RESUME

ED 369 278 FL 022 027

AUTHOR Hayes, David
TITLE Teachers as Trainers.
PUB DATE 92
NOTE 28p.; In: Sadtono, Eugenius, Ed. Language Teacher Education in a Fast-Changing World. Anthology Series 29; see FL 022 023.
PUB TYPE Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *English (Second Language); Foreign Countries; Higher Education; *Inservice Teacher Education; *Language Teachers; Program Descriptions; Questionnaires; Secondary Education; *Secondary School Teachers; Second Language Instruction; *Teacher Educator Education
IDENTIFIERS *Thailand

ABSTRACT

A Thai inservice training program for secondary school teachers of English as a Second Language is discussed, focusing on the skills needed by trainers to provide effective collaborative instruction to teachers. The training is provided at specialized regional centers. Staff (n=22) at these centers were surveyed concerning the training skills they felt necessary to be successful trainers, those they felt they possessed, and those they required training in. Subsequently, the design of a program to train these teacher educators is examined. Program aspects considered include teaching methods, instructional materials, and course format and content as they relate to the practical needs of regional teacher training center staff. A suggested teacher educator training curriculum is outlined. The questionnaire used in the initial survey is appended. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 369 278

Teaching as Trainers

David Hayes

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Wong Kim Weng

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

FL 022 027

TEACHERS AS TRAINERS

DAVID HAYES

Abstract

Much has been said recently about the need to provide continuing opportunities for in-service professional development for teachers. This paper discusses experience gained on Thailand's Project for the Improvement of Secondary English Teaching (PISET) in which practising teachers assist their colleagues in such development via in-service courses at provincial English Resource and Instruction Centres (ERICs). Using data gathered from a questionnaire completed by trainers in north-east Thailand, the paper examines the concept of 'trainers' in this situation. It analyses the skills ERIC personal themselves feel they need in order to act successfully as collaborative trainers, those which they believe they already possess and those which they require training in. It compares this with the subjective views of an outside adviser on the skills the trainers need to implement an INSET programme. How the trainer-training is given by the adviser and Thai supervisors for English is then explored. Finally, the paper attempts to establish a framework for trainer-training programmes for INSET in similar circumstances.

Introduction

Kerr [cited in Britten, 1985: 237] has remarked that teacher-trainers have often tended to emerge "rather like village elders, on the basis of personal qualities or seniority, but without other qualifications". This paper discusses a more structured approach to the training of teacher-trainers. It does not examine how the teacher-trainers might be selected initially. In the context in which I am working the identification of trainers was accomplished by schools prior to my involvement in the project. It is likely, however, that all were selected on the basis of being "good teachers" of English. While it is true from my classroom observations that they are all, indeed, good teachers, my basic assumption has been that being a good teacher does not necessarily mean that one is a good trainer. Knowing how to do something, and to do it well, is not the same as being able to communicate that knowledge effectively to other teachers such that the latter are given the skills to reflect upon and perhaps to change their own classroom behaviour. In what follows I shall be discussing elements of a trainer development programme that aims to help

trainers to do just this, but first I would like to review the background to the project and that of the trainers.

The Project for the Improvement of Secondary English Teaching (PISET)

PISET is a Thai government project assisted by the British government via the British Council. It has 4 main components:

1. the establishment of a nationwide network of 80 English Resource and Instruction Centres (ERICs);

2. in-service teacher-training at these ERICs, together with associated trainer-training;

3. syllabus development;

4. examination development.

Of these I only wish to discuss the first two, focussing on trainer development.

PISET followed on from an earlier in-service teacher-training project which had as its general aim the development and improvement of ELT in Thailand. It is, therefore, building on a tradition of INSET but systematizing it and extending it to all areas of the country. Unlike its predecessor, the training element of PISET operates out of fixed English Resource and Instruction Centres (ERICs) based in schools in every province. These ERICs have been opened in phases since 1985 though 1991 saw accelerated development with 42 centres opening in that year. My own area of concern is with the 17 ERICs of I-San, as north-east Thailand is known.

The ERICs, whose location is decided by all secondary school directors in a particular province, are staffed by a manager and at least 2 or 3 assistants - all selected from the teaching cadre of the host school. As these staff may not be given any reduction in their usual teaching load in recompense for their extra training duties, I (and my colleagues responsible for other areas of the country) encourage the involvement of as many of the school's English teachers as possible in the work of the ERIC.

Though there is a central PISET authority based in Bangkok to which individual ERICs report, they have a large measure of autonomy, especially in terms of course organisation, timing and content. Central PISET authorities

contribute a small amount of funding but host schools usually have to allot further amounts to enable the centres to run effectively. Autonomy does not mean isolation, however, and links are actively encouraged between ERICs in the various regions to facilitate the sharing of ideas and materials as well as to provide general support. At a more formal level seminars are run twice a year for the 17 ERICs in the region when it is possible to promote these links as well as to engage in direct trainer development.

Prior to being selected as ERIC trainers, teachers may have had no other experience as trainers. Those that do have experience will be used to a tradition of lecture-based, transmission type training. This mode of training has been largely ineffective in altering teacher behaviour in the past, in encouraging a move away from grammar-translation as the accepted ELT methodology to a more student-centred communicative approach. (Such a move has been given official sanction and support in the recent introduction of a problem-solving, process approach to the curriculum by the Ministry of Education.) To promote this change in teaching behaviour, therefore, a new training methodology is being encouraged. This is one that is task-based and inductive and seeks to engage teachers in their own professional development. (It seems to be obvious that this latter factor is a natural prerequisite to any change but it is surprising how many programmes have ignored it in the past.)

Having practising teachers as trainers is also important to the success of this approach. It overcomes teachers' worries about the *content* of the training course, as trainers are able, in effect, to say to other teachers "I have tried this for myself and it works". However, it would be fair to say that those trainers with experience and those without are starting from more or less a common base as far as familiarity with a task-based, inductive training *methodology* is concerned as I believe the study conducted shows. I would now like to turn to an examination of the study itself.

The study: Questionnaire and Procedures

As part of the continuing trainer-development programme a questionnaire was sent to the 17 ERICs of I-San. It was completed by 22 trainers from these 17 centres. The questionnaire (copy at Appendix One) was in 3 sections, the first having to be completed before looking at the second, the second before looking at the third. The first section asked trainers to describe in their own words what they saw as the most important parts of their duties as ERIC managers or assistants, to give reasons why they thought these things were important and to say what they

BEST COPY AVAILABLE

hoped to achieve by doing them. The second listed 4 key areas of the ERIC's work (as accepted by PISET and advisers), asked trainers to list the skills/ knowledge they thought they needed to enable them to carry out these 4 areas of work successfully and then asked them to assess the degree of confidence that they had in their own existing abilities/knowledge in these respects. The third section provided my own list of skills/content knowledge which I considered important in carrying out 7 broad areas of ERIC work, asked trainers to say whether they felt they needed further training in them and then to rank those they selected in order of importance.

I should emphasize that the study was small-scale and conducted for practical, planning purposes. It does not pretend to any rigorous, scientific basis.

The Study: Questionnaire Results

Section 1

In this section respondents were asked to discuss the most important parts of their work as they saw them, to explain why they thought they were important and what they hoped to achieve by doing them. (Obviously, respondents may have mentioned more than one thing.)

16 respondents said, in various ways, that it was most important for them

> to prepare and run training courses for teachers,

Reasons cited for this centred on the need to acquaint teachers with communicative teaching methodology, e.g.

> Teaching English in a communicative way is hard for Thai teachers so they need to be trained how to teach effectively. Some teachers still use Talk and Chalk teaching technique that makes the students bored with their teaching.

Interestingly, one respondent commented on the outreach or 'cascade' effect of training.

> It is very important ..... to give trainees some techniques and suitable activities. Encourage them to use more English in class. The trainees will take them back to their schools and students. The most important thing is that they will disseminate to their colleagues.

12 respondents commented, variously, on the importance of

> running the ERIC and providing activities in the centre for students and teachers in the school and the province.

Reasons for this mentioned both the needs of students and teachers, e.g.

> [My duty is to make the ERIC] a more interesting and useful resource to both teachers & students in the ERIC school and other schools.

> Each day students come to read and do activities in the room, most of them enjoy coming in whenever they have time. I think this is the best way to give students a chance to study and learn by themselves besides in the classroom.

9 respondents mentioned the need

> to share knowledge of teaching techniques with colleagues and other English teachers.

This was because, e.g.

> teachers need students to use English well but they don't know how to lead the students to their aims ..... If I can help them to do the better things it will be useful. The teachers will be outstanding teachers.

6 respondents thought it important

> to advise teachers about their teaching.

Reasons for this were very general, e.g.:

> They also need some more advice to make them feel more comfortable to teach English.

3 respondents commented on the importance of

> providing opportunities for students to practise/use English in the ERIC

as, e.g.:

Students don't have any opportunity to use English except in classrooms.

There was a range of other comments from single respondents. One said s/he believed in the importance of

providing a model for other teachers.

Again, only one respondent mentioned the importance of

providing follow-up to courses

Respondents tended to discuss what they hoped to achieve by carrying out these activities in global terms rather than for individual activities. Most commented on the goal of improving English language teaching and learning in their areas. Some sample 'hopes':

> I feel quite confident that those courses and activities will help teachers and students improve their English
>
> I hope to see the English teachers all over my province adopt the new techniques to use in their classrooms. Students [will] have more opportunities to use the language than before.

Section 2

In this section 4 key areas of ERIC work were presented. Trainers were asked to list the skills/knowledge they thought they needed to enable them to carry out these areas of work successfully and to assess the degree of confidence that they had in their own existing abilities/knowledge in these respects. Two examples were given for each of the 4 areas. These are listed as the first two points in each table.

Responses are summarised in the following 4 tables. For "Degree of Confidence", VC = Very Confident, QC = Quite Confident, NVC = Not Very Confident, NC = No Confidence.

(a) Run the ERIC

No. of Responses	Skill/Knowledge	Degree of Usefulness			
		VU	QU	MVU	NU
6	keeping records of materials		2	4	
8	providing interesting activities for students to do	1	4	3	
12	providing teaching materials/aids etc. for teachers	2	7	3	
8	providing learning materials/games for students	3	5		
3	organising activities for teachers and students in the ERIC (e.g. English camp)		3		
2	providing exam paper practice			2	
2	helping teachers adapt materials for their classes			2	
2	promoting confidence in teachers to use English in their classes			2	
4	decorating the room, setting up displays etc.	1	3		
7	co-operating with colleagues/involving other teachers in ERIC work	1	4	2	
2	organising materials	1	1		
1	supervising students using the centre			1	
1	managing the ERIC office successfully			1	
2	producing an ERIC newsletter	1	1		
1	sharing ideas with other ERICs		1		
2	promoting the centre		1	1	

(b) Plan training courses for teachers

No. of Respondents	Skill/Knowledge	Degree of Confidence			
		VC	QC	MNC	NC
12	writing effective timetables	1	8	3	
9	conducting analysis of teachers' needs	1	6	2	
2	persuading teachers to join in the training courses (publicity)		2		
1	investigating teachers' backgrounds		1		
5	finding appropriate resource persons/ allocating staff resources effectively		5		
1	planning/working as a team			1	
1	deciding on workshop aims and objectives		1		
1	administering the course				1
2	managing the course budget		2		
4	writing course evaluation forms/questionnaires	1	3		
1	deciding on follow-up activities to ensure change in teachers' teaching behaviour			1	

(c) Adapting/writing training materials for courses

No. of Respondents	Skill/Knowledge	Degree of Confidence			
		VC	QC	MNC	NC
13	knowing about effective teaching techniques	2	3	8	
14	writing effective training tasks	1	4	8	1
1	preparing warm-up activities		1		
2	selecting input for training tasks	1	1		
2	choosing appropriate forms of output for training tasks	1	1		
2	writing awareness-raising tasks	1	1		
4	writing instructions for tasks		1	3	
1	producing materials for testing				1
3	writing effective evaluation tasks (of techniques)		1	2	
2	choosing course content		1	1	
1	knowing about useful resource books			1	
2	knowing about teaching and learning objectives (based on the new curriculum)	2			
1	knowing about students' abilities at each level (for appropriacy of materials)		1		
1	adapting textbooks		1		

(d) Advising teachers about their classroom teaching

No. of respondents	Skill/Knowledge	Degree of Confidence			
		vc	qc	psc	nc
8	giving constructive advice	1	2	5	
7	knowing what is possible in the teacher's situation	1		6	
8	knowing about students' background and needs		5	3	
2	adapting teaching techniques for students of different levels		1	1	
7	knowing a lot about teaching techniques	1	3	3	
1	knowing about teachers' roles in the classroom		1		
5	knowing how to manage large classes		2	3	
5	knowing about classroom language			5	
1	knowing about the curriculum and the syllabus		1		
1	demonstrating techniques		1		
1	advising on lesson planning			1	
1	using reinforcement and reprimand		1		
1	being able to 'convince' teachers	1			
1	knowing the nature of studying a foreign language			1	

Section 3

In this section the respondents were asked to check which of a list of given skills or content knowledge they would like to have further training in. They were also asked to rank these in order of importance to them.

Responses are presented in the tables below.

Skill/Knowledge	Need to know more/have more training in	
	YES	NO
1. Running the resource centre		
- providing activities for students	18	3
- organising teaching material	20	1
- organising student learning materials	19	2
- producing teaching material	20	1
- producing student learning material	20	1
2. Providing techniques for teachers		
- listening	19	3
- speaking	18	4
- reading	18	4
- writing	18	4
- grammar	19	3
- vocabulary	19	3
- use of visual aids	19	3
- classroom management	17	5
- classroom language	14	8
3. Planning courses for teachers		
- pre-course administration	22	
- carrying out needs/wants analysis	22	
- writing timetables	18	4
4. Writing/adapting training materials for courses		
- deciding workshop aims/objectives	21	1
- selecting content	21	1
- formulating teaching-learning points/principles about teaching	22	
- making awareness-raising tasks	21	1
- deciding on appropriate forms of input	22	
- writing tasks for teachers to analyse input	22	
- devising ways of ensuring teachers understand principles	21	1
- evaluating teachers' work/output in training workshops	21	1
- writing instructions for other trainers to use training notes	22	

5. Running workshops for teachers (implementational skills)		
- introducing a topic:		
a) stimulating teachers' interest	19	3
b) linking topic to teachers' personal experience	20	2
- eliciting information/opinions from teachers	16	6
- stimulating/handling group discussion		
a) questioning	18	4
b) reformulating teachers' contributions	19	3
c) linking contributions	18	4
d) distinguishing relevant from irrelevant contributions	19	3
e) drawing together views/opinions/ facts	18	4
f) focussing discussion	19	3
g) drawing out points of general relevance	19	3
h) summarising contributions	18	4
- presenting material/problems to teachers as input	19	3
- setting tasks to do with the input	20	2
- organising class/group/pair work (class = all teachers on the course)	16	6
- monitoring class/group/pair work		
a) making sure teachers are doing the right thing according to the task	16	6
b) guiding & assisting teachers	16	6
- answering (awkward/difficult) questions	15	7
- conducting feedback = same skills as 'stimulating/handling group discussion' plus:		
a) leading teachers to conclusions	17	5
b) making conclusions explicit	19	3
- evaluating outcome of tasks		
a) encouraging self-analysis	20	2
b) giving constructive advice	19	3
c) valuing work done	19	3

6.	Follow-up to courses		
	- setting objectives for follow-up work	19	3
	- devising tasks/projects for teachers to carry out in schools	20	2
	- advising on/evaluating follow-up work done by teachers	21	1
	- methods of continuing self-development for teachers in school	22	
7.	Observing/counselling teachers in their own classes		
	- conducting pre-observation conferencing	20	2
	- giving support to teachers	19	3
	- giving constructive advice	19	3
	- involving the teacher in self-assessment	20	2

Only 17 of the respondents supplied a complete ranking of the areas they wanted to receive further training in. 2 supplied a partial ranking and 3 no ranking at all.

The rankings are given below

1.)	3	2	5	4	1	4	2	4	4	1	5	4	5	7	5	2	1	2	1
2.)	4	3	3	1	2	5	4	5	5	2	4	3	2	6	4	1	4	4	2
3.)	2	4	4	5	3	2	5	6	2	3	6	2	3	5	2	4	7	3	4
4.)	5	5	6	2	4	3	1	2	6	4	7	1	4	1	1	3	6		7
5.)	1	1	7	3	5	1	3	7	1	5	5	5	1	3	3	5	5		
6.)	6	7	2	6	6	6	6	3	3	6	2	6	6	4	6	6	3		
7.)	7	6	1	7	7	7	7	1	7	7	1	7	7	2	7	7	2		

As can be seen it is difficult to discern clear patterns in the ranking. "Writing/adapting training materials for courses" was ranked first by 5 respondents and second by 6. "Running workshops for teachers" was ranked first by 4 respondents and second by 3. "Providing techniques for teachers" was the first choice of 4 respondents, the second choice of 4 and the third choice of 4. At the other end of the scale "observing/counselling teachers in their own classes" was considered least important by 11 respondents and "follow-up to courses" was 2nd last in importance for 10 respondents.

Discussion of Questionnaire Results

From Section 1 it is clear that ERIC trainers see the provision of training courses for other teachers as the most important element of their duties. They appear to be genuinely concerned to upgrade the standards of teaching and learning of English in their respective provinces. Formal training courses alone, however, do not seem to be enough to enable this goal to be reached. There is a concern also for what might be expressed as "raising the profile of the English language" in schools in I-San: Hence the 12 respondents commenting on the importance of the ERIC as a centre which could provide activities for students and teachers, both at school and provincial levels.

Improving standards of teaching is, from my observation, often seen as the provision of 'new techniques' for teachers and this is supported by the 9 respondents who wished to share just such knowledge with other English teachers. It seems that if teachers are armed with a sufficient repertoire of techniques then the students will somehow or other automatically improve their English language competence. As one trainer commented:

> When the teachers of English get enough techniques and methodologies, I think they can do their task more confidently and successfully.

But what is "enough"?

It appears, then, that trainers are quite often 'techniques-driven' and this may perhaps be traced back to their previous training experiences where transmission modes of training aimed to transfer knowledge about 'up-to-date' teaching techniques, with insufficient emphasis on understanding of the principles on which those techniques were based. (I shall return to this point later.) In connection with this it is noteworthy that only one respondent mentioned follow-up to courses as being important, though elsewhere (in section 2b) another respondent commented on the lack of effectiveness of previous training courses in actually altering classroom teaching behaviour. It could be suggested that at present there is little concept of training as a developmental process, something that does not cease when a teacher leaves a training course but which carries on as the teacher tries to make sense of new ideas in the context of his/her own classroom.

As I would have expected from trainers who are themselves practising classroom teachers there was a welcome focus on the ultimate intended result of any training course - improved English language performance by students in schools. This was expressed in comments from those respondents who explicitly

mentioned the importance of providing opportunities for students to practise or use English in the ERIC itself and in the global comments of those who saw the overall aim of what they were doing as improving the levels of students' English.

To sum up, there was a general accord between the ERIC trainers' views of the important elements of their work and the 'official' view of the PISET authorities that (a) ERICs should run training courses for teachers and (b) they should provide resources for both teachers and students in order to improve the overall quality of teaching and learning English in their respective provinces. Respondents views on the important areas of their work also accorded with the 4 key areas that I had identified for Section 2, but which was not seen until Section 1 had been completed. Analysis of responses in this section reveals, generally, that though trainers are fully aware of their responsibilities in respect of the ERIC they are less able to identify or to articulate component skills or areas of knowledge necessary to enable them to fulfil these responsibilities. It is significant that the examples given for each sub-section were widely cited as necessary skills by respondents. Only in respect of sub-section (a) concerned with running the ERIC (and to a lesser extent (b) - see below) were there any significant contributions from a number of respondents; 12 citing the provision of materials for teachers, 8 the provision of materials for students and 7 the need to co-operate with colleagues. Few respondents were able to provide skills or areas of knowledge necessary either in sub-sections (b) planning training courses or (c) adapting/writing training materials. In sub-section (d), advising teachers about their classroom teaching, there were, however, 8 respondents who cited the need to know about the background and needs of the students and 7 the need to know a lot about teaching techniques. This last need reinforces earlier comments about trainers still being 'techniques-driven'.

In assessing the degrees of confidence which they felt they possessed in these skills or areas of knowledge, the majority of respondents were 'very confident' or 'quite confident' about their abilities in those areas cited by 6 or more respondents in sub-sections (a) and (b) except for the area of 'keeping records of materials' where 4 out of 6 respondents reported they were 'not very confident' about this. In sub-sections (c) and (d) the picture is somewhat different. Not only were the respondents generally unable to identify or to articulate necessary skills or areas of knowledge but they also lacked confidence in their existing abilities in those few areas they were able to identify as well as those given as examples. In sub-section (c), 8 out of 14 trainers reported that they were 'not very confident' about 'writing effective training tasks' while 1 had 'no confidence'; and 8 out of 13 similarly reported they were 'not very confident' in their knowledge of effective teaching techniques. This is somewhat surprising in view of my own observation of

their generally good teaching performance in class and the common criterion for selection as an ERIC trainer of being a 'good teacher'. In sub-section (d) 5 out of 8 respondents were 'not very confident' about their ability to give constructive advice to other teachers and 6 out of 7 about knowing what was possible in the teacher's situation. This may be due, of course, simply to unfamiliarity with observation of other teachers and, consequently, their teaching situations (this is referred to again below).

In Section 3 the 4 areas of Section 2 were further divided and the category of 'follow-up' added to make a total of 7. For these 7 areas lists of skills or areas of knowledge were provided which represented, in part, a view of the major skills or areas of knowledge needed for trainers to function effectively within the training system. These lists were the result of my observation of trainers in action within the system and of the system itself over the preceding academic year. Only in areas 1 and 2, 'running the resource centre' and 'providing techniques for teachers' was there any significant degree of overlap between my own views of skills and knowledge needed and those of the trainers as articulated in Section 2. I think this reflects not so much a lack of agreement between trainers and adviser as a lack of facility on the part of trainers in articulating or identifying the skills or areas of knowledge needed to enable them to fulfil their responsibilities. The perceptions of the trainers were not sufficiently well-formed at anything other than a general level - the level of Section 1 of the questionnaire.

When presented with my lists there was an overwhelming 'Yes' response to the question of whether or not respondents wished to receive further training in these areas. 11 of the respondents simply ticked 'yes' for everything and, as can be seen from the results, 'no' responses were very limited, only rising to more than a third of answers in the case of knowledge of classroom language in area 2, 'providing techniques for teachers'. Almost a third of respondents also felt no need for further training in organising or monitoring different work arrangements in area 5, 'running workshops for teachers'. From these responses I conclude that while ERIC trainers may not have the facility to identify or articulate their own needs vis-a-vis their roles in the ERIC system they have a desire to acquire any skills and knowledge that they believe may help them to fulfil their responsibilities adequately. If these skills and areas of knowledge are initially identified by an adviser rather than themselves it does not matter especially when, as I shall argue later, trainers' capacity for analysis of their own situation and needs is an important concern of the trainer development process.

As I have mentioned previously, respondents' rankings of the 7 areas in Section 3 is not particularly revealing except perhaps in the negative sense of what is considered least important. "Observing/counselling teachers in their own classes" was considered least important as a topic for further training by 11 of the respondents and "follow-up to course" was 2nd last in importance for 10 respondents. However, as I have argued above, this may be due to lack of familiarity with teacher observation and the idea of follow-up. It is certainly true from my experience that it is difficult for ERIC trainers to leave their schools to observe course participants teaching in their own schools (though there are notable exceptions to this). As an extension to lack of observation of teachers in their own schools, one might also say that the notion of follow-up to courses in teachers' schools has yet to take root. As we saw earlier, only 2 respondents even mentioned this area when completing Sections 1 and 2 of the questionnaire. If there is no opportunity to do or experience of doing these things at present it is hardly surprising that they are ranked low. Trainers seem to be focussed on more immediate concerns. The ranking of Section 3 areas shows "writing/adapting training materials", "running workshops" and "providing techniques" as the first choices for further training of 5, 4 and 4 respondents. "Running the resource centre" was also first for 4 respondents. Again, this ranking is hardly surprising given trainers views on the important areas of their work as reported in Section 1.

Having considered ERIC trainers' views on their work, the skills and knowledge they believe they need to carry out their duties and their expressed training needs based on my own list of skills and knowledge, I would now like to turn to consideration of the trainer development programme for the ERICs of north-east Thailand.

The Trainer Development Programme

It is probably clear by now that the areas of knowledge and skills detailed in Section 3 of the questionnaire represent the basis of what I consider to be a framework for trainer development in a situation where practising teachers are expected to develop training materials and to use them in teacher development of their peers. The situation in Thailand where trainers operate from fixed English Resource and Instruction Centres necessitates the inclusion of a section on 'running the resource centre' but this may not be appropriate elsewhere.

At present trainer development in I-San occurs at seminars for ERIC trainers at regional and area levels (the area consists of 3 educational regions). In addition visits to each ERIC to observe/ assist with teacher training courses in

progress or to help plan and develop such courses are made on a regular basis. The seminars are run by myself and the 3 regional supervisors for English, part of whose duty it is to ensure that ERICs in their respective regions function effectively. Visits to ERICs are made by myself together with supervisors if their other duties allow.

Space will not permit a detailed presentation and discussion of the materials used at the regional and area seminars. However, I would like to review here the general patterns of and approaches to training. As I said earlier, our trainers are practising teachers who have had the role of trainer thrust upon them, as it were. Most of them will have had no previous experience of training. Our first task then is to examine the whole concept of what it means to "be a trainer" and to help new trainers overcome their apprehension at having to face their peers in training sessions in an unaccustomed role. We view video tapes of a teacher with a class of students and a trainer with a group of teachers as the basis for an examination of the differences between teaching adults and teaching children and to highlight some of the similarities in the things that teachers and trainers have to do - organise work arrangements, provide tasks, monitor, and so on. This leads to an exploration of the roles of a trainer in a training session. Again, as I have mentioned previously, having practising teachers as trainers helps to give immediate validity to the training proceedings. But, paradoxically, it may also give rise to misgivings in the minds of teachers, who have been used to training given as lectures by people of higher status, about the 'official acceptability' of what is being presented to them. This means that the question of the cultural expectations of the trainer's role need to be addressed and the collaborative nature of the training process made clear. Differences between the lecture-based transmission mode of training and a task-based, inductive training methodology are examined in these respects together with the likelihood of each effecting long-term changes in teaching behavior in schools.

From this exploration of what it means to be a trainer within the ERIC system we move to another major concern of new trainers, training materials themselves. Sample materials reflecting the task-based, inductive methodology which we wish to use are studied, first of all to see the nature of the workshop management roles they promote and then for their principles of construction. This latter element is very lengthy, encompassing as it does a detailed analysis of the various factors involved in materials writing - identification of objectives; selection of content; task-types; forms of input; forms of output; methods of drawing generalisable conclusions; methods of evaluating output; writing task instructions; writing trainers' notes; and so on. This is, obviously, an essential prelude to guided attempts by trainers to write their own materials to serve the needs of their own groups of teachers.

BEST COPY AVAILABLE

Work on what I have labelled the 'implementational skills' of running workshops for teachers is done to a limited extent via role-play at seminars (e.g. there is an 'answering awkward questions' exercise) but more by on-the-spot counselling during visits to ERICs. With courses actually in progress it is much easier for trainers to see the relevance of points made to their handling of workshops. It also affords the opportunity for team-training by myself and the ERIC staff which can give rise to useful post-session discussions.

Such things as course formats, planning timetables, methods of publicising courses, co-operation between ERICs, are done after initial confidence-boosting for neophyte trainers has been accomplished by such activities as described previously. Also in the later stages are those areas which questionnaire respondents have ranked as being of lesser importance to them - observation & counselling of other teachers and follow-up to courses, the former being a part of the latter to some extent. I hope in the future to show the value of these to our trainers, building on the as yet not clearly defined sense of unease that many of them feel about the efficacy of training courses in isolation. I shall hope to show by the example of our own seminars and follow-up visits to ERICs the importance of the concept of training as a developmental process rather than isolated events.

In the situation in north-east Thailand I pay limited attention to the matter of class teaching techniques. My observation leads me to believe that the vast majority of ERIC trainers have a more than adequate repertoire of techniques at their disposal. I also wish to encourage them to move away from the belief that more techniques equals better teaching and for them to instill confidence in teachers' use of a more limited range of core techniques properly deployed as a sounder basis for student learning than a gimmicky new technique every day approach. This is not to say that the question of core teaching techniques is neglected, far from it. They are often discussed during visits to ERICs and, for example, at a recent national ERIC seminar two and a half out of four weeks were devoted to just such issues. Model training materials for analysis also incorporate techniques which are thought to be useful. More importantly, I think, the training methodology aims to develop trainers' critical faculties such that they are then able to use resource books provided as part of the project in a reasoned manner; selecting, adapting and rejecting from ideas used elsewhere to suit their own particular teaching environment.

Running the resource centre is also an area that has taken a back seat in trainer development so far. This is primarily because ERIC staff have shown themselves to be very proficient at setting up and running their centres. As ever there is always scope for development and perhaps in the future we will have an

opportunity to consider such topics as producing newsletters that other teachers will actually read and the idea of the centre as a learning *environment.*

Exactly what direction trainer development will take in the future will depend on the needs and wants of the ERIC trainers themselves in consultation with their regional supervisors. However, it is thought that a practical framework has been provided for our situation which gives useful foci for the programme.

I would like to conclude by presenting that training framework for consideration by others who may be working in similar situations. As such I should stress that it lays no claim to universality and should be treated as the working document that it is, always open to suggestions for improvement and extension.

A Framework for Trainer Development

1. Being a trainer
   - teaching adults and teaching children
   - roles of teachers and trainers
   - training methodologies
   - training as a developmental process

2. Running the resource centre
   - providing activities for students
   - organising teaching material
   - organising student learning materials
   - producing teaching material
   - producing student learning material
   - creating displays
   - producing newsletters
   - collaborating with colleagues

3. Providing techniques for teachers
   - listening
   - speaking
   - reading
   - writing
   - grammar
   - vocabulary
   - use of visual aids
   - classroom management
   - classroom language

4. Planning courses for teachers
   - pre-course administration
   - carrying out needs/wants analysis
   - writing timetables
   - organising staff resources
   - publicity

5. Writing/adapting training materials for courses
   - deciding workshop aims/objectives
   - selecting content
   - formulating teaching-learning points/ principles about teaching
   - making awareness-raising tasks
   - writing tasks for teachers to analyse input
   - devising ways of ensuring teachers understand principles
   - evaluation teachers' work/output in training workshops
   - writing instructions for other trainers to use training notes

BEST COPY AVAILABLE

6. Running workshops for teachers (implementational skills)
   - introducing a topic:
     a) stimulating teachers' interest
     b) linking topic to teachers' personal experience
   - eliciting information/opinions from teachers
   - stimulating/handling group discussion
     a) questioning
     b) reformulating teachers' contributions
     c) linking contributions
     d) distinguishing relevant from irrelevant contributions
     e) drawing together views/opinions/facts
     f) focussing discussion
     g) drawing out points of general relevance
     h) summarising contributions
   - presenting material/problems to teachers as input
   - setting tasks to do with the input
   - organising class/group/pair work (class = all teachers on the course)
   - monitoring class/group/pair work
     a) making sure teachers are doing the right thing according to the task
     b) guiding & assisting teachers
   - answering (awkward/difficult) questions
   - conducting feedback = same skills as 'stimulating/ handling group discussion' plus:
     a) leading teachers to conclusions
     b) making conclusions explicit
   - evaluating outcome of tasks
     a) encouraging self-analysis
     b) giving constructive advice
     c) valuing work done

7. Follow-up to courses
   - setting objectives for follow-up work
   - devising tasks/projects for teachers to carry out in schools
   - advising on/evaluating follow-up work done by teachers
   - methods of continuing self-development for teachers in school

8. Observing/counselling teachers in their own classes
   - conducting pre-observation conferencing
   - giving support to teachers
   - giving constructive advice
   - involving the teacher in self- assessment

REFERENCE

BRITTEN, D. [1985] "Teacher Training in ELT (Part 2)" in Language Teaching, July 1985:220-238.

Appendix One: Questionnaire

ERIC Trainers Questionnaire

As a basis for the remaining regional and area seminars I would be grateful if you could complete this questionnaire and return it to me as soon as possible. Thank you.

Please complete Section 1 before looking at Section 2.

Section 1

Please describe what you think are the most important parts of your duties as an ERIC manager or assistant. Why do you think it is important to do these things? What do you hope to achieve by doing them?

Please complete Section 2 before looking at Section 3.

Section 2

1] From your experience, what skills/knowledge do you think you need to do the following activities. Please list as many things as you feel are necessary to enable you to do them well.

a) **Run the ERIC**
(e.g. the ability to keep records of materials/provide interesting activities for students to do)

b) **Plan training courses for teachers**
(e.g. the ability to write effective timetables/conduct analysis of teachers' needs)

c) **Adapt/write training materials for courses**
(e.g. knowing about effective teaching techniques/the ability to write effective training tasks)

d) **Advise teachers about their classroom teaching**
(e.g. the ability to give constructive advice/knowing what is possible in the teacher's situation)

2] Now that you have a list of skills/knowledge you feel you need to do 1 a) - 1 d) effectively, please try to assess what degree of confidence you have in your existing abilities/knowledge in these respects. Against each item in your lists put (VC) if you feel very confident about your existing skill/knowledge; (QC) if you feel quite confident; (NVC) not very confident; or (NC) if you have no confidence.

Section 3

Please look at these areas of ERIC work. For each area there is a list of skills/content knowledge. Which of these do you think you would like to know more about/have more training in?

Skill/Knowledge	Need to know more have more training in	
	YES	NO
1. Running the resource centre - providing activities for students - organising teaching material - organising student learning materials - producing teaching material - producing student learning material		
2. Providing techniques for teachers - listening - speaking - reading - writing - grammar - vocabulary - use of visual aids - classroom management - classroom language		
3. Planning courses for teachers - pre-course administration - carrying out needs/wants analysis - writing timetables		
4. Writing/adapting training materials for courses - deciding workshop aims/objectives - selecting content - formulating teaching-learning points/principles about teaching - making awareness-raising tasks - writing tasks for teachers to analyse input - devising ways of ensuring teachers understand principles - evaluation teachers' work/output in training workshops - writing instructions for other trainers to use training notes		

BEST COPY AVAILABLE

5. Running workshops for teachers (implementational skills) - introducing a topic: a) stimulating teachers' interest b) linking topic to teachers' personal experience - eliciting information/opinions from teachers - stimulating/handling group discussion a) questioning b) reformulating teachers' contributions c) linking contributions d) distinguishing relevant from irrelevant contributions e) drawing together views/ opinions/facts f) focussing discussion g) drawing out points of general relevance h) summarising contributions - presenting material/problems to teachers as input setting tasks to do with the input - organising class/group/pair work (class = all teachers on the course) - monitoring class/group/pair work a) making sure teachers are doing the right thing according to the task b) guiding & assisting teachers - answering (awkward/difficult) questions - conducting feedback = same skills as 'stimulating/handling group discussion' plus: a) leading teachers to conclusions b) making conclusions explicit - evaluating outcome of tasks a) encouraging self-analysis b) giving constructive advice c) valuing work done		

6. Follow-up to courses - setting objectives for follow-up work - devising tasks/projects for teachers to carry out in schools - advising on/evaluating follow-up work done by teachers - methods of continuing self-development for teachers in school		
7. Observing/counselling teachers in their own classes - conducting pre-observation conferencing - giving support to teachers - giving constructive advice - involving the teacher in self-assessment		

Could you now please rank those things you said you needed to know more about/have more training in order of importance for you. Rank from (1) a most important downwards.

BEST COPY AVAILABLE